

**SUBJECT/MODULE SYLLABUS\***

1.	Subject/module name Prehistory of Saharan Africa
2.	Discipline archaeology
3.	Lecture language Polish
4.	The entity conducting subject Institute of Archaeology
5.	Subject/module code
6.	Type of subject/module ( <i>obligatory or optional</i> ) optional
7.	Field of study (specialization)* archaeology
8.	Level of studies ( <i>1st degree*, 2nd degree*, long-cycle master's studies*, name of the Doctoral College*</i> ) 2nd degree
9.	Year of studies ( <i>if applicable</i> )
10.	Semester ( <i>winter or summer</i> )
11.	Form of classes and number of hours (including number of hours of online classes*) seminar 30 hours
12.	Prerequisites in terms of knowledge, skills and social competences for the subject/module  Knowledge: knowledge of basic concepts in the field of archaeological research methodology and principles of archaeological documentation, completed course in archaeology propaedeutics and archaeological research methodology.
13.	Learning objectives for the subject  Getting to know the most important information about the region in prehistory
14.	Program content:  1. Introduction: chronology, environment, anthropogenesis  2. Green Saharan corridors  3. Out-of-Africa and back-to-Africa in the Pleistocene  4. The oldest complexes in northern Africa  5. Combined Prehistoric Expedition research

	<p>6. Middle Stone Age (MSA) in Africa and the origins of Homo Sapiens Sapiens</p> <p>7. The Nile Valley in the late glacial - ghetto or Eden?</p> <p>8. The oldest war in the world - Gebel Sahaba</p> <p>9. Abyssinian Plateau - prehistory, but also history and colonial wars</p> <p>10. A prehistoric gap - the space between Senegal and Sudan</p> <p>11. Tropical forests, disasters, shamans - the eruption of the Toba volcano</p> <p>12. Arabian Peninsula - really so important?</p> <p>13-14. Topic to be chosen by students</p> <p>15. Topic to choose from for students and course summary.</p>	
	<p>Assumed learning outcomes</p> <p>Knows the terminology used in archaeology and other disciplines with which archaeology cooperates.</p> <p>Has structured, in-depth knowledge of the archaeology of various eras.</p> <p>Has in-depth knowledge of the connections between archaeology and the underlying scientific disciplines various research directions developed within them, such as environmental archaeology (bioarchaeology), architectural archaeology, conservation of archaeological artefacts.</p> <p>Knows advanced research methods and tools of the archaeologist's workshop.</p> <p>Has detailed knowledge of collecting, managing and</p>	<p>Appropriate directional symbols</p> <p>learning outcomes</p> <p>K_W02</p> <p>K_W04</p> <p>K_W05</p> <p>K_W11</p> <p>K_W15</p>

	<p>processing archaeological source resources and using digital techniques for these purposes.</p> <p>Is able to critically analyze various types of data, taking into account modern research methods.</p> <p>Has the ability to substantively argue using the views of other authors, the ability to formulate conclusions and present synthetic studies in various forms.</p> <p>Has in-depth skills in preparing oral presentations in Polish, concerning specific issues, using various theoretical approaches and categories of sources.</p> <p>Understands the need for lifelong learning.</p> <p>Demonstrates independence and independence in formulating views, while understanding and respecting the right of other people to the same</p>	<p>K_U05</p> <p>K_U06</p> <p>K_U10</p> <p>K_K01</p> <p>K_K06</p>
15.	<p>Required and recommended literature (sources, studies, textbooks, etc.)</p> <ol style="list-style-type: none"> <li>1. Emberling G., Williams B.B. (eds.). 2020. The Oxford Handbook of Ancient Nubia, Oxford: Oxford University Press.</li> <li>2. Larrasoña J., Roberts A., Rohling E. 2013. Dynamics of Green Sahara Periods and their Role in Hominin Evolution, PLoS ONE, 8(10), 1-12.</li> <li>3. Leplongeon A. 2017. Technological Variability in the Late Palaeolithic Lithic Industries of the Egyptian Nile Valley: The Case of the Silsilian and Afian Industries, PLoS ONE, 12(12), e0188824.</li> <li>4. Masojć M. 2020. Palaeolithic Hunters-Gatherers of Nubia, [in:] G. Emberling, B.B. Williams (eds.), The Oxford Handbook of Ancient Nubia, Oxford: Oxford University Press, 81-100.</li> <li>5. Schild R., Wendorf F. 1981. The Prehistory of an Egyptian Oasis, Wrocław: Ossolineum.</li> <li>6. Wendorf F. (ed.). 1965. Contributions to the Prehistory of Nubia, Dallas: Fort Burgwin Research Center and Southern Methodist University Press.</li> <li>7. Wendorf F. 1968. The Prehistory of Nubia, vol. 1-2, Dallas: Fort Burgwin Research Center and Southern Methodist University Press.</li> </ol>	

16.	Methods of verifying the assumed learning outcomes: - preparation and implementation of a project (individual or group)	
17.	Conditions and form of passing individual components of the subject/module: - attendance, - activity during classes, - preparation and presentation of a critical study of the possibilities of using the selected non-invasive prospecting method in archaeological research (written work and multimedia presentation)	
18.	Student/PhD student workload	
	the form of carrying out classes by the student*/doctoral student*	the number of hours allocated to carry out a given type of classes
	classes (according to the study plan) with the instructor: seminar:	25
	student/doctoral student's own work (including participation in group work), e.g.: - preparation for classes: - reading the indicated literature: - preparation of works/speeches/projects:	25 20 20
	Total number of hours	90
	Number of ECTS points ( <i>if required</i> )	3

(T) – implemented in a traditional way

(O) – implemented online

\* remove unnecessary